



Scope and Sequence

Cluster: Human Services

Course Name: §130.245 Lifetime Nutrition and Wellness (One-Half to One Credit)

Course Description: (1) This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.
 (2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Course Requirements: This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training.

Units of Study	Knowledge and Skills	Student Expectations	Resources
I. Effective Work Habits			
A. Teamwork	(6) The student demonstrates effective work habits.	(A) participate as an effective team member demonstrating cooperation and responsibility	<ul style="list-style-type: none"> • FSTCC • FSTTIG • FT • NFSCC • NFSTIG
B. Time management		(B) apply effective practices for managing time and energy to complete tasks on time	
C. Problem solving		(C) practice problem solving using leadership and teamwork skills	
II. General Nutrition Principles			

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>A. Nutrients</p> <p>B. Effects of nutrition</p> <p>C. Dietary guidelines</p>	<p>(1) The student understands the role of nutrients in the body.</p>	<p>(A) classify nutrients, their functions, and food sources and compare the nutritive value of various foods</p> <hr/> <p>(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life</p> <hr/> <p>(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood</p> <hr/> <p>(D) compare personal food intake to recommended dietary guidelines</p>	<ul style="list-style-type: none"> • FSTCC • FSTTIG • FT • GGF • NFF • NFSCC • NFSTIG • NW • American Dietetic Association www.eatright.org • Institute of Food Technologists www.ift.org/cms • The Journal of Nutrition jn.nutrition.org/nutinfo • MyPyramid.gov www.mypyramid.gov • Nutrition.gov www.nutrition.gov • United States Department of Agriculture www.usda.gov • USDA Center for Nutrition Policy and Promotion www.cnpp.usda.gov • USDA Food & Nutrition Information Center fnic.nal.usda.gov
III. Food Safety and Sanitation			
<p>A. Food and equipment</p> <p>B. Food-borne illnesses</p> <p>C. Hygiene</p>	<p>(4) The student understands safety and sanitation.</p>	<p>(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment</p> <hr/> <p>(B) explain types and prevention of food-borne illnesses</p>	<ul style="list-style-type: none"> • FSTCC • FSTTIG • FT • GGF • NFF • NFSCC

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) practice appropriate dress and personal hygiene in food preparation	<ul style="list-style-type: none"> • NFSTIG • NW • Centers for Disease Control and Prevention www.cdc.gov • Fight Bac www.fightbac.org • Food and Drug Administration www.fda.gov • Food Borne Illness www.foodborneillness.com • Food Quality News www.foodqualitynews.com • Foodsafety.gov www.foodsafety.gov • Food Safety Institute of America www.foodsafetyinstituteofamerica.com • Institute of Food Science and Technology www.ifst.org • ServSafe www.servsafe.com • U.S. Food and Drug Administration www.fda.gov/Food/default.htm • U.S. Food Safety and Inspection Service www.fsis.usda.gov
IV. Food Management Principles			
<p>A. Recipes and measurements</p> <p>B. Preparation techniques</p> <p>C. Purchasing and storage strategies</p> <p>D. Table service, presentation,</p>	(5) The student demonstrates knowledge of food management principles.	<p>(A) read and comprehend standard recipes</p> <p>(B) correctly use standard measuring techniques and equipment</p> <p>(C) demonstrate correct food preparation techniques, including nutrient retention</p>	<ul style="list-style-type: none"> • FSTCC • FSTTIG • FT • GGF • NFSCC • NFSTIG • NW • All Recipes.com www.allrecipes.com

Units of Study	Knowledge and Skills	Student Expectations	Resources
and etiquette		(D) use food buying strategies such as calculating food costs, planning food budgets, and creating grocery lists	<ul style="list-style-type: none"> • American Culinary Federation www.acfchefs.org • American Society of Baking www.asbe.org
		(E) demonstrate food preparation techniques to reduce overall fat and calories	<ul style="list-style-type: none"> • Centers for Disease Control and Prevention www.cdc.gov • Emily Post Institute www.emilypost.com
		(F) practice etiquette, food presentation, and table service appropriate for specific situations	<ul style="list-style-type: none"> • iChef www.ichef.com • KidsHealth-How to Read a Recipe kidshealth.org/kid/stay_healthy/food/read_a_recipe.html
		(G) apply food storage principles	<ul style="list-style-type: none"> • Lesson Planet - Food www.lessonplanet.com/search?keywords=food+preparation&rating=3 • My Recipes.com www.myrecipes.com/recipes • Restaurant.org www.restaurant.org/foodsafety/how_to_spoilage.cfm • Table Setting Allrecipes.com/HowTo/Table-Setting-101/Detail.aspx • What's Cooking America - Food Storage Chart whatscookingamerica.net/Information/FreezerChart.htm
V. Digestion and Metabolism			
A. Process of digestion and metabolism	(2) The student understands the principles of digestion and	(A) describe the processes of digestion and metabolism	<ul style="list-style-type: none"> • FSTCC • FSTTIG

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>B. Physical activity and fitness</p> <p>C. Balance of caloric intake and use</p>	<p>metabolism.</p>	<p>(B) calculate and explain basal and activity metabolisms and factors that affect each</p> <p>(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness</p> <p>(D) locate community resources that promote physical activity and fitness</p> <p>(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management</p>	<ul style="list-style-type: none"> • FT • GGF • NFF • NFSCC • NFSTIG • NW • American Dietetic Association www.eatright.org • American Heart Association www.americanheart.org • Chem 4 Kids www.chem4kids.com/files/bio_metabolism.html • Food & Drug Administration www.fda.gov • Human Anatomy Online www.innerbody.com/image/digeov.html • Institute of Food Technologists www.ift.org/cms • The Journal of Nutrition jn.nutrition.org/nutinfo • KidsHealth kidshealth.org/kid/cancer_center/HTBW/digestive_system.html • MyPyramid.gov www.mypyramid.gov • Nutrition.gov www.nutrition.gov • U.S. Department of Agriculture www.usda.gov/wps/portal
VI. Lifetime Effects of Nutrition and Wellness			
<p>A. Effects of food choices</p>	<p>(3) The student demonstrates knowledge of nutritionally</p>	<p>(A) research the long-term effects of food choices</p>	<ul style="list-style-type: none"> • FSTCC • FSTTIG

Units of Study	Knowledge and Skills	Student Expectations	Resources
B. Nutritional needs for life cycle and lifestyle C. Nutrition content and portion sizes	balanced diets.	(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	<ul style="list-style-type: none"> • FT • GGF • NFF • NFSCC • NFSTIG • NW • American Diabetes Association www.diabetes.org • American Dietetic Association www.eatright.org • American Heart Association www.americanheart.org • Food Allergy Network www.foodallergy.org • International Food Information Council ific.org • The Journal of Nutrition jn.nutrition.org/nutinfo • MyPyramid.gov www.mypyramid.gov • Nutrition.gov www.nutrition.gov • USDA Center for Nutrition Policy and Promotion www.cnpp.usda.gov • USDA Food & Nutrition Information Center fnic.nal.usda.gov • World Health Organization www.who.int
		(C) determine the effects of food allergies and intolerances on individual and family health	
		(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	
		(E) develop examples of therapeutic diets	
		(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	
		(G) analyze current lifestyle habits that may increase health risks	
		(H) identify community programs that provide nutrition and wellness services	
		(I) examine the nutritional value of fast foods and convenience foods	
		(J) read and interpret food labels	
(K) examine and explain nutritional serving sizes			
VII. Careers in Nutrition			
A. Training and education	(7) The student investigates careers in nutrition.	(A) compare and contrast education or training needed for careers in nutrition	<ul style="list-style-type: none"> • FSTCC • FSTTIG • FT • GGF • LMCI/TJHG
B. Setting goals		(B) establish personal short-term and long-term career goals	
C. Entrepreneurship			

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) analyze entrepreneurial opportunities in nutrition	<ul style="list-style-type: none"> • NFF • NFSCC • NFSTIG • NW • Achieve Texas www.achievetexas.org • America's Career Infonet www.acinet.org/acinet/Culinary • Entrepreneur www.entrepreneur.com • FCCLA www.fcclainc.org www.texasfccla.org • Goal Setting www.topachievement.com • Goal Setting Guide goal-setting-guide.com • Kuder www.kuder.com • Labor Market and Career Information (LMCI) www.lmci.state.tx.us • Monster www.monster.com • Occupational Handbook www.bls.gov/oco • O*Net Online online.onetcenter.org • Texas OSCAR www.ioscar.org/tx • Texas Work Force Commission www.texasworkforce.org • U.S. Department of Labor www.dol.gov

References: Books			
FSTCC	Food Science and Technology Curriculum Caddy, CEV Multimedia, Ltd, 2004		1569186839
FSTTIG	Food Science and Technology Teacher's Instructional Guide, Curriculum Center for FCS, 2007		
FT	Food for Today, Glencoe/McGraw-Hill Division, 2004		0078462924
GGF	Guide to Good Food, Goodheart-Willcox, 2004		1590701070
LMCI/TJHG	Labor Market and Career Information/Texas Job Hunter's Guide		
NFF	Nutrition, Food, and Fitness, Goodheart-Willcox Company, 2004		1566379334

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Units of Study	Knowledge and Skills	Student Expectations	Resources
NFSCC	Nutrition and Food Science Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186847
NFSTIG	Nutrition and Food Science Teacher's Instructional Guide, Curriculum Center for FCS, 2001		
NW	Nutrition and Wellness, Glencoe/McGraw-Hill Division, 2004		0078463327
References: Web Sites			
Achieve Texas	www.achievetexas.org		
All Recipes.com	www.allrecipes.com		
America's Career Infonet	www.acinet.org/acinet/Culinary		
American Culinary Federation	www.acfchefs.org		
American Diabetes Association	www.diabetes.org		
American Dietetic Association	www.eatright.org		
American Heart Association	www.americanheart.org		
American Society of Baking	www.asbe.org		
Centers for Disease Control and Prevention	www.cdc.gov		
Chem 4 Kids	www.chem4kids.com/files/bio_metabolism.html		
Emily Post Institute	www.emilypost.com		
Entrepreneur	www.entrepreneur.com		
FCCLA	www.fcclainc.org		
FCCLA, Texas	www.texasfccla.org		
Fight Bac	www.fightbac.org		
Food & Drug Administration	www.fda.gov		
Food Allergy Network	www.foodallergy.org		
Food and Drug Administration	www.fda.gov		
Food Borne Illness	www.foodborneillness.com		
Food Quality News	www.foodqualitynews.com		
Food Safety Institute of America	www.foodsafetyinstituteofamerica.com		
Foodsafety.gov	www.foodsafety.gov		
Goal Setting	www.topachievement.com		
Goal Setting Guide	http://goal-setting-guide.com		
Human Anatomy Online	www.innerbody.com/image/digeov.html		
iChef	www.ichef.com		
Institute of Food Science and Technology	www.ifst.org		

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Units of Study	Knowledge and Skills	Student Expectations	Resources
Institute of Food Technologists	www.ift.org/cms		
International Food Information Council	http://ific.org		
KidsHealth	http://kidshealth.org/kid/cancer_center/HTBW/digestive_system.html		
KidsHealth-How to Read a Recipe	kidshealth.org/kid/stay_healthy/food/read_a_recipe.html		
Kuder	www.kuder.com		
Labor Market and Career Information (LMCI)	www.lmci.state.tx.us		
Lesson Planet - Food	www.lessonplanet.com/search?keywords=food+preparation&rating=3		
Mind Tools	www.mindtools.com		
Monster	www.monster.com		
My Recipes.com	www.myrecipes.com/recipes		
MyPyramid.gov	www.mypyramid.gov		
Nutrition.gov	www.nutrition.gov		
O*Net Online	http://online.onetcenter.org		
Occupational Handbook	www.bls.gov/oco		
Restaurant.org	www.restaurant.org/foodsafety/how_to_spoilage.cfm		
ServSafe	www.servsafe.com		
Table Setting	Allrecipes.com/HowTo/Table-Setting-101/Detail.aspx		
Texas OSCAR	www.ioscar.org/tx		
Texas Work Force Commission	www.texasworkforce.org		
The Journal of Nutrition	http://jn.nutrition.org/nutinfo		
U.S. Department of Agriculture	www.usda.gov/wps/portal		
U.S. Department of Labor	www.dol.gov		
U.S. Food and Drug Administration	www.fda.gov/Food/default.htm		
U.S. Food Safety and Inspection Service	www.fsis.usda.gov		
United States Department of Agriculture	www.usda.gov		
USDA Center for Nutrition Policy and Promotion	www.cnpp.usda.gov		
USDA Food & Nutrition Information Center	http://fnic.nal.usda.gov		

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Units of Study	Knowledge and Skills	Student Expectations	Resources
What's Cooking America - Food Storage Chart	whatscookingamerica.net/Information/FreezerChart.htm		
World Health Organization	www.who.int		